

Infant Curriculum



36 Lesson Plans

The Comprehensive Infant Curriculum

Kay M. Albrecht



The Comprehensive Infant Curriculum:

The Comprehensive Infant Curriculum Kay Albrecht, Kay M. Albrecht, Linda G. Miller, 2000 Based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development and the teacher's relationship with the child and the family this book details a comprehensive interactive curriculum for infants from birth to 18 months Following an introductory chapter presenting the curriculum model Chapters 2 through 7 each address a major developmental challenge separating from parents connecting with school and teacher relating to self and others communicating with others moving around and expressing feelings Within each chapter the book presents innovations in 1 observation assessment including suggestions for ensuring developmentally appropriate practice and giving feedback to parents about developmental growth 2 child development explaining the underlying theory of principles or content knowledge 3 interactive experiences listing the types of experiences that teachers must observe plan support and provide 4 teaching including the teacher's role in supporting parents suggestions for self evaluation and suggested readings 5 parent partnerships giving examples of school initiated possibility and parent participation possibility 6 environments focusing on providing an environment to meet infants unique needs and 7 related curriculum activities plans called Possibilities Plans including a concept web concepts learned and suggested resources Activities are included in the following areas dramatic arts sensory arts curiosity literacy music movement outdoor projects and parent participation Contains approximately 150 references KB

The Comprehensive Infant Curriculum Linda G. Miller, Kay Albrecht, 2001 This teacher's guide accompanies Innovations a comprehensive interactive curriculum for infants from birth to 18 months The Innovations program is based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development as well as the teacher's relationship with the child and family The 38 learning modules are designed to be used by an individual teacher with the support of a mentor or supervisor and provide over 40 hours of professional development The learning modules are 1 Welcome and Purpose of Training 2 Get Acquainted with Innovations The Comprehensive Infant Curriculum 3 Personal Goals for Training in Teacher's Guide 4 Developmental Tasks 5 Innovations in Observation Assessment 6 Innovations in Child Development 7 Innovations in Interactive Experiences 8 Innovations in Teaching 9 Innovations in Parent Partnerships 10 Innovations in Environments 11 Activities and Experiences 12 Webbing 13 Planning Pages 14 Possibilities 15 Dramatic Possibilities 16 Sensory and Art Possibilities 17 Curiosity Possibilities 18 Literacy Possibilities 19 Music Possibilities 20 Movement Possibilities 21 Outdoor Possibilities 22 Project Possibilities 23 Parent Participation Possibilities 24 Concepts Learned 25 Resources 26 Prop Boxes 27 Picture File Vocabulary 28 Books 29 Rhymes Fingerplays 30 Music Songs 31 Toys and Materials Gathered and Bought 32 Using Anecdotal Observations 33 Putting It All Together To Plan for Teaching 34 How To Use Forms To Document Children's Learning Events and Interactions 35 Conferencing with Parents 36 How To Use Parent Postcards To Support Families 37

How To Continue Professional Development and 38 Completion of Training The guide s appendix includes a self evaluation checklist the child observation assessment form and additional forms KB **Innovations** Kay M. Albrecht,Linda G. Miller,2000

Innovations Linda G. Miller,Kay M. Albrecht,2001 This guide is designed for training teachers in the use of the Innovations curricula for infants and for toddlers The Innovations program is based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development as well as the teacher s relationship with the child and the family This guide is organized in two sections Section 1 contains an 8 hour training session providing a comprehensive introduction to the Innovations curricula Included in this section are a list of preparation steps a list of handouts overheads and materials needed and a detailed planning grid and agenda for conducting workshop activities Section 2 contains 29 training modules designed to be used in inservice preservice workshops or in biweekly monthly staff meetings Seven of these training modules address the following aspects of child development theory principles of development physical development attachment temperament play brain development and intellectual development language development and literacy and social development and social problem solving Topics for the remaining training modules are 1 developmental tasks 2 observation and assessment 3 interactive experiences 4 parent partnerships 5 curriculum planning process 6 environments 7 dramatic possibilities 8 sensory art possibilities 9 curiosity possibilities 10 construction possibilities 11 music movement possibilities 12 literacy possibilities 13 outdoor possibilities 14 projects 15 prop boxes 16 picture files vocabulary 17 guidance and discipline 18 biting 19 aggression 20 social problem solving 21 toileting and 22 portfolios Each training module includes an outline for the workshop providing information on activities the training technique used and necessary materials The guide s appendix includes the forms checklists worksheets and information summaries used in the workshops KB

Comprehensive Infant Curriculum K. Albrecht, **Innovations** Linda G. Miller,Kay Albrecht,Kay M. Albrecht,2001 A comprehensive 40 hour self directed manual is just what teachers need to effectively implement one of the best toddler curriculum resources Innovations The Comprehensive Toddler Curriculum This guide is specially designed for teachers who are new to the world of care and early education of toddlers as well as those who are experienced toddler educators Teachers explore Innovations wide view of curriculum as inclusive of interactions activities and experiences parent partnerships environment teaching observation and assessment and child development Dr Albrecht is widely known as an advocate for high quality care and early education opportunities for all children Dr Miller with over 25 years of direct experience in education is a national speaker and consultant

Innovations Kay M. Albrecht,Linda G. Miller,2000 Based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development and the teacher s relationship with the child and the family this book details a comprehensive interactive curriculum for toddlers 18 to 36 months Following an introductory chapter presenting the curriculum model and discussing the curriculum planning process Chapters 2 through 7 each address a major

developmental challenge making the transition to school making friends exploring roles communicating with others solving problems and expressing feelings Within each chapter the book presents innovations in 1 observation assessment including suggestions for ensuring developmentally appropriate practice and giving feedback to parents about developmental growth 2 child development explaining the underlying theory and principles of content knowledge 3 interactive experiences listing the types of experiences that teachers must observe plan support and provide 4 teaching including the teacher s role in supporting parents suggestions for self evaluation and suggested readings 5 parent partnerships giving examples of school initiated possibilities and parent participation possibilities 6 environments focusing on providing an environment to meet toddlers unique needs and 7 related curriculum activities plans called Possibilities Plans including a concept web concepts learned and suggested resources Activities are included in the following areas dramatic arts sensory arts curiosity construction literacy music movement outdoor projects and parent participation Contains 94 references KB

Ready to Read Tub in Spanish with The Comprehensive Infant Curriculum ,2008 Ready to Read tubs are designed for use with youth aged 0 3 to promote early reading and language skills Each tub contains 30 to 50 books picture books and board books a resource guide and a DVD Tub s may be checked out by organizations that serve babies and toddlers such as day care centers licensed family child care providers libraries parenting classes health clinics and faith organizations Tub s must be checked out with an Anchorage Public Library corporate card

Making Toys for Infants and Toddlers Linda G. Miller, Mary Jo Gibbs, 2002 What do you get when you combine a large appliance box a garbage bag tape a craft knife and markers A mini car wash for toddlers of course This series is a teacher s dream You ll find more creative ways to use a tube sock milk carton and other inexpensive things found around the house than you ever imagined Create unique exciting toys and props to help children learn in appropriate ways Don t recycle that cereal box reuse it to make a simple puzzle Each age appropriate Making Toys book will make you look at the everyday items around you in a whole new way

Many Languages, Building Connections Karen Nemeth, 2012 All infants and toddlers need experiences that nurture support and teach their home language and culture Language is a vital component of early experiences well before the child can say his first word Infants and toddlers whose families come from diverse backgrounds and speak different languages are appearing in all kinds of early care and learning settings in growing numbers Even the most experienced caregiver can feel a bit unsure about meeting the unique needs of infants and toddlers from different language backgrounds Many Languages Building Connections outlines adaptable strategies that caregivers of children younger than the age of three need to feel confident that they know how language develops how cultural differences can come into play and how to assess an individual child s situation to provide appropriate support From welcoming diverse families and engaging them to participate in a child care program to creating nurturing communities that value and support each child s home language while also fostering English acquisition the helpful strategies included in Many Languages Building Connections will prepare caregivers for the diverse reality they encounter in

their work **Resources in Education** ,2001-04 **Educating Handicapped Infants** S. Gray Garwood,Rebecca R. Fewell,1983 **Planning and Administering Early Childhood Programs** Celia Anita Decker,John R. Decker,2005 This practical and leading book offers a solid overview of what is involved in carefully planning and running quality early childhood programs The authors believe that the lack of real quality in today s early childhood programs should be of paramount concern to future administrators and so have created a book that will aid them in the initial planning of quality programs and serve as a helpful resource once programs are underway Coverage is organized to illustrate step by step the way directors of early childhood programs must approach their role examining in turn planning operationalizing and implementing high quality programs for all young children For administrative personnel at the elementary school level

The Right Fit Kay M. Albrecht,2002 Well trained and experienced staff are the key to early childhood program quality and healthy child development Yet every director knows that finding those teachers is a huge challenge Skills in recruitment interviewing screening selecting and orienting new teachers are the ones that every director needs This book breaks down the recruitment selection and orientation processes into manageable components and suggests practical and effective techniques to help you find teachers with the right fir for your program s particular needs Amazon **School-age Parenting and Infant Development Program** California. State Department of Education. Office of Child Development,1980 **Understanding Child Development** Rosalind Charlesworth,2008 Understanding Child Development 7e is a text designed for students in early childhood teacher preparation programs and for teacher s in service and those in related in service and preparation programs It is now available in the seventh edition and includes many new features and benefits For students it introduces the unique qualities of the young child as distinguished from older children and demonstrates how to work with young children in ways that correspond with their individual developmental level and social and cultural environment For in service teachers the text offers an opportunity to evaluate their views of young children and compare them with the views presented in the text In each section of the book critical social and cultural factors are related to young children s development and factors relevant to working with children with special needs are integrated throughout the text Other areas covered include developmentally appropriate practice readiness assessment working with children and families from diverse cultures development of early stages of reading the importance of brain development and play and learning Content is connected directly to the importance of play and technology to a young child s learning is included along with the popular theoretical views of learning Many real life examples and anecdotes are included in the text in order to make theory and research come alive The text is organized in larger sections with chapter divisions that provide the reader with easily digested segments of material Each chapter includes boxed problems for reflection and for further learning as well as further activities reference lists and review questions at the end of each chapter The text includes many examples explanatory charts and full color photographs and the online resources are expanded *Book Review Index* ,2003 Every 3rd

issue is a quarterly cumulation *Bibliographic Guide to Education* ,2002 lists publications cataloged by Teachers College
Columbia University supplemented by The Research Libraries of The New York Public Library 2001 Children's Writer's
and Illustrator's Market Alice Pope,Elice Pope,2001 Designed for authors and illustrators wanting to break into the children s
book market this reference can put them in touch with more than 800 editors and art directors This book is invaluable Quill
Scroll **Catalog and Circular** Iowa State Teachers College,1917

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